



Iowa Professional Development Model T r a i n i n g M a n u a l



State of Iowa Department of Education

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The Iowa Professional Development Model

In recent years, research in the fields of school improvement and staff development* has converged in a remarkable consensus about the most effective ways to improve student achievement. The agreement is all the more surprising because it comprises a cluster of variables rather than assertions that any single action alone will increase student learning. This consensus includes:

- ❑ The importance of data for driving school improvement and student achievement goals;
- ❑ The alignment of assessment with curriculum and instruction;
- ❑ The provision of quality staff development with research-based content;
- ❑ The necessity for learning communities that study what is effective and work collaboratively to learn and implement new knowledge;
- ❑ The study of the implementation of planned change;
- ❑ The evaluation, both formative and summative, of planned change for its impact on student learning; and
- ❑ The guidance of strong leaders—teachers, principals, central office staff, superintendents, and school boards—operating collectively and collaboratively to govern the staff development/school improvement system.

At the same time, legislation at the federal (No Child Left Behind Act, 2001) and state levels has reinforced the need for these variables to operate simultaneously to increase the learning of our students. The National Staff Development Council (NSDC) has published revised standards for the conduct of staff development that focus not only on the process of staff development, but the content and context as well (NSDC, 2001). Given the overwhelming evidence that well-designed staff development, fully integrated with effective school improvement practices, can increase student learning (Cohen and Hill, 2001; Consortium for Policy Research in Education, 2000; Elmore and Burney, 1999; Joyce and Calhoun, 1996; Joyce and Showers, 2002; Loucks-Horsely, et al., 1998; Schmoker, 1996; Supovitz, Mayer and Kahle, 2000), the NSDC now states that the **purpose of staff development is increased student achievement** (NSDC, 2001).

The model described in the following pages is a collaborative effort of the Iowa Department of Education (DE) and a stakeholders group representing area education agencies (AEAs), professional organizations (teachers, administrators, school boards), local education agencies (LEAs), higher education, and other providers of professional development in the state of Iowa. The model reflects their study, collaboration, reflection and negotiation and provides an invaluable roadmap to the conduct of staff development for educators in Iowa.

*This document uses the terms “professional development” and “staff development” interchangeably.

Acronyms and Abbreviations

AEA	Area Education Agency
AIG	Annual Improvement Goals
AMO	Annual Measurable Objective
AYP	Adequate Yearly Progress
CSIP	Comprehensive School Improvement Plan
DCDP	District Career Development Plans
DDL	Data Driven Leadership
DE	Department of Education
ELL	English Language Learner
FR	Free/Reduced Lunch
IASB	Iowa Association of School Boards
ITBS	Iowa Test of Basic Skills
ITCDP	Individual Teacher Career Development Plan
ITED	Iowa Test of Educational Development
LEA	Local Education Agency
LEP	Limited English Proficient
NAEP	National Assessment of Educational Progress
NSCD	National Staff Development Council
NCLB	No Child Left Behind
NPR	National Percentile Rank
PD	Professional Development
SE	Special Education
SES	Socio-Economic Status
SINA	School in Need of Assistance

Notes